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ABSTRACT

The planning retreat described in this report was conducted by Greenfield Community College in June 1980 to involve faculty, administration, and staff in the development of institutional goals and objectives for the 1980-1981 academic year. After introductory material listing the 23 retreat participants and the planning areas they focused on, the report reviews the institutional goals and objectives that had been established for 1979-1980 and then examines problems experienced in implementing those goals. Responses to a follow-up survey of the 1980 retreat participants are then presented, providing information on: (1) attitudes toward the success of the retreat; (2) the adequacy and uses made of the data provided; (3) suggestions for improving the process of developing institutional goals and objectives; (4) the central theme of the conference; (5) participant attitudes toward the goals implementation process; (6) participants' degree of input; (7) perceptions of the most significant outcomes of the retreat; and (8) participant ratings of various aspects of the retreat. Appended to the report are the retreat agenda and the outcomes of each item on the agenda and the goals, specific objectives, and timetables for the areas of retention, computer utilization, marketing, advising, communications, exemplary programs, resource allocation, and external funding. (JP)

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GREENFIELD COMMUNITY COLLEGE

INSTITUTIONAL GOALS/OBJECTIVES FOR THE ACADEMIC YEAR 1980 - 1981

Report Of The Retreat/Planning Session
Conducted on June 25 - 27, 1980

Prepared by: Robert D. DiCarlo, Director of Planning and Research

GREENFIELD COMMUNITY COLLEGE
Greenfield, Massachusetts 01301

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ACKNOWLEDGEMENTS

This report is a reflection of the organizational abilities of Nancy L. Goodwin, President of Greenfield Community College. Since assuming her role as chief administrative officer of GCC in August of 1978, she has introduced a number of practices and procedures that has enabled GCC to move forward as an organized institution.

The Institutional Goals and Objectives for GCC's academic year 1979-80 and 1980-81 reflect the ability of GCC as an institution to determine where it was, where it wants to go, and how to get there.

The Institutional Goals and Objectives were developed, implemented and evaluated by the faculty, administration, and staff of GCC. These people bring together a wide variety of valuable talents that are used to advise and teach students, to work with the community, and to interface with the governmental, industrial, business and labor organizations. By sharing this wealth of knowledge, the constituency of GCC has demonstrated that it can organize and define itself in a meaningful and productive way, a way that results in improved services to the students and community of Greenfield Community College.

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INTRODUCTION

On June 25-27, 1980 a group, composed of 23 persons representing 28% of the 83 faculty, administration, and staff of Greenfield Community College went to Stratton Mountain, Vermont to develop Institutional Goals and Objectives for GCC's 1980-81 academic year.

The reason for the three day Retreat/Planning Session being held off campus in the mountains of Vermont was to allow the participants to be free from their daily on-campus activities. The location of the Retreat/Planning Session provided a comfortable atmosphere where the participants could work long hours in an atmosphere conducive to accomplish the task of developing Institutional Goals and Objectives.

The format that was utilized to develop the Institutional Goals and Objectives is based upon a participatory decision making process that emphasizes the utilization of information as data sources for decision making and change. The participatory decision making process utilized by GCC was more time consuming and involved than utilizing a process not involving college-wide representation. However, the decisions that were made through participatory involvement were in the best interests of good institutional planning and more accurately reflect the true college needs.

The 1979-1980 Institutional Goals and Objectives were implemented through "task forces" that worked through the college governance structure. The outcomes of the task forces were communicated to the college constituency through the college governance structure which has a built in communication mechanism that enables all the college constituency to be kept informed about the issues, ideas, reports, and other new developments that effect GCC. The process is one that has the various program units represented by people who are "linkers" between the various segments of the college. The linkers transmit the information from one place to another and keep the college community informed and

updated about the current and developing information.

The college governance structure is composed of a number of committees, a Forum that has at least one representative from each committee, and an Executive Staff that is representative of the total college constituency. The Executive Staff is the place where the final decisions are made in the governance mechanism. The various committees and the Forum are places where input is obtained on a variety of issues on an on-going basis during the year.

The Task Forces that were developed as a result of the implementation of the 1979-80 Institutional Goals and Objectives were "ad hoc" in nature. Once their task was accomplished they disbanded. The task forces worked with and coordinated their activities with the various people and committees of the college.

PARTICIPANTS AT THE RETREAT/PLANNING SESSION
1980-81 INSTITUTIONAL GOALS AND OBJECTIVES

The names of the participants, as well as the institutional goals that they developed are as follows:

Group Composition	Goals That Were Developed and Refined by Each Group
*Chairperson of Group #1: Ann Wiley, Early Childhood Education Faculty	Retention
Charles Carter, Dean of Administration	Computer Utilization
Carleton Stinchfield, Chairperson, Division of Natural Science	
Beryl Berndt, Registrar	
*Amy Pfeil, Coordinator of Disadvantaged Program	
*Chairperson of Group #2: Jean Ball, Nursing Faculty	Marketing
Robert Yacubian, Coordinator of Transfer and Recruitment	Make Advising More Effective
Arthur Hannan, Chairperson, Division of Behavioral Science	
Henry Boucher, Assistant Dean of Administration	
Eleanor Goodman, Counselor	
*Chairperson of Group #3: Joseph Brouillette, Business Administration Faculty	Communications
*Mildred Struck, Financial Aid Officer	Exemplary Programs
Margaret Howland, Director of Learning Resources	
Hartley Pfeil, Coordinator of Staff Development and Humanities Faculty	
Toby Sutton, Dean of Academic Affairs	
*Chairperson of Group #4: Saul Greenblatt, Humanities Faculty	Resource Utilization (To promote optimal resource utilization--human, physical, and community)
Ethel Case, Dean of Continuing Education and Student Services	
Robert Merriam, Director of Development	External Funding (To expand the grant writing and funding capabilities of the College)
Alan Rainford, Chairperson, Division of Business Administration	
*Garrett McAuliffe, Counselor	

*Participants who did not attend the Retreat/Planning Session during July, 1979

Group Facilitators:

Nancy L. Goodwin, President
Robert DiCarlo, Director of Planning and Research
Luella McLaughlin, Secretary to the President

The group facilitators traveled group to group and provided resources and technical assistance. Additionally, they acted as coordinators between the small groups while they were involved in their individual planning activities.

A REVIEW AND SUMMARY OF THE 1979-80 INSTITUTIONAL GOALS AND OBJECTIVES FOR GREENFIELD COMMUNITY COLLEGE

This report identifies that process that was utilized to develop, implement and evaluate Institutional Goals and Objectives for Greenfield Community College for the 1980-81 academic year. On July 12 and 13, 1979 the First Annual Retreat/Planning Session was conducted at Stratton Mountain, Vermont for the purpose of developing Institutional Goals and Objectives for the academic year 1979-80.

Last year's Retreat/Planning Session enabled Greenfield Community College to identify areas in the college that needed to be addressed and attended to during the year. The process was essentially one of conducting a self-study of Greenfield Community College on an institution-wide basis. The areas that were identified as goals for the 1979-80 academic year were:

-Curriculum

-Community Services

-Student Recruitment/Advising/Retention

-Communication

-Reorganization of Greenfield Community College

-Expansion of Available Services

-Funding

During the 1979-80 academic year there were individuals, task forces, and committees who worked on objectives and activities necessary to reach the goals established during the first Retreat/Planning Session.

There were some institutional weaknesses that were identified while Greenfield Community College was implementing the 1979-80 Institutional Goals and Objectives:

-The integration of Institutional Goals and Objectives with program objectives needed to be clarified.

-It became apparent that there was some overlapping and duplication with some existing committees and job functions within the College. The duplication of effort within Greenfield Community College was identified as a result of institution-wide planning. By taking a look at the institution at large, it became apparent that some institution-wide changes were warranted.

-Procedures relating to submitting progress and end of the year reports by the college at large had previously been noticeably absent. As a result there were some changes necessary to improve upon the way in which reports are submitted and acted upon.

-There was some initial skepticism about utilizing Institutional Goals and Objectives as a management tool for Greenfield Community College.

Greenfield Community College had attempted to develop Institutional Goals and Objectives several years earlier but failed in its effort. Institution-wide planning was something that many at Greenfield Community College wanted to see happen. There was an expressed need for the College to look at itself and determine its priorities. Prior to the development of the 1979-80 Institutional Goals and Objectives, GCC did not conduct formal planning on an institution-wide basis. The summer of 1979 was the first time that Institutional Goals and Objectives for GCC were developed through a participatory decision making process that emphasized data utilization for positive institution-wide change.

OUTCOMES OF THE 1979-80 INSTITUTIONAL GOALS AND OBJECTIVES FOR GREENFIELD COMMUNITY COLLEGE

The outcomes of the 1979-80 Institutional Goals and Objectives for Greenfield Community College that occurred as a result of developing, implementing and evaluating Institutional Goals and Objectives are many.

Some of the outcomes:

1. Recognition that GCC is an effective and efficient well managed institution of higher education.
2. The development of a clear sense of institutional direction for everyone in the institution to follow.
3. Less duplication and overlap of activities and tasks that were identified and corrected through institution-wide planning.
4. Identification and resolution of a number of weaknesses and problems.
5. Improved communication, both internally and externally.
6. A complete curriculum analysis.
7. A stronger sense of identification with GCC by the college constituency.
8. An opportunity for administration, faculty, and staff to bring forth their ideas through an organized workable management system.
9. A continual self-analysis of GCC on an institution-wide basis.
10. An improvement in the organization, people and programs at GCC.
11. Better utilization of college resources.

Many more outcomes are presently emerging and others will become more evident in the future.

FOLLOW-UP OF THE PARTICIPANTS OF THE RETREAT/PLANNING SESSION

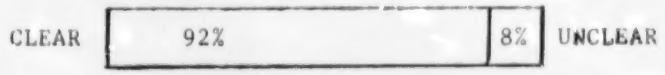
Two weeks after the participants returned from the Retreat/Planning Session a follow-up instrument and other material were distributed to them with a cover letter from President Goodwin. They were given the opportunity to review the material and react to it through a structured process. The material and directions are as follows:

Item	What To Do
Refine draft copy of Institutional Goa's and Objectives	Review and make written corrections and additions on the form and return
Follow-up Survey	Complete and return
Greenfield Community College's Six Stage Plan for the Development, Implementation and Evaluation of the Institutional Goals and Objectives for the Academic Year 1980-81	Review and write comments directly on outline and return

Results of the Follow-up

This section of the report is a summary of the responses from 20 of the 23 persons who participated in the Retreat/Planning Session. This is equivalent to an 87% rate of return The responses are as follows:

1. Were the objectives of the Retreat/Planning Session clearly defined?



2. Were the objectives of the Retreat/Planning Session met?

3. Did the participants receive appropriate information/data necessary to make decisions?

ADEQUATE INFORMATION SOURCES DISSEMINATED	90%	10%	INADEQUATE INFORMATION AVAILABLE FOR DECISIONS

The participants recognized the value of the information as data for decision making and recognized the need to stress data as a tool for decision making.

4. What role did data play in the development of the Goals and Objectives?

DATA PLAYED A MAJOR ROLE IN DECISIONS	72%	28%	DATA NOT CONSIDERED IN DECISIONS

5. Should we conduct another Retreat/Planning Session next year?

YES 100% NO 0%

6. What should be done to improve the process of developing Goals and Objectives?

The responses from this question indicated a desire by some to conduct more pre-planning activities designed to get a broader base of involvement from the college community in the development of Institutional Goals and Objectives at next year's Retreat/Planning Session. Some of the suggested activities were:

-To conduct meetings with all the participants prior to the Retreat to brief them on the format of the Retreat/Planning Session. (30% of the participants in the 1980-81 session did not attend last year.)

-To have divisional meetings that are primarily concerned with the identification of institutional goals and objectives to be considered as input during the Retreat.

-To improve the process of data utilization by the college community.

-To conduct a survey of the college community prior to the Retreat/Planning Session to get a broader base of input on institutional goals and objectives.

-To spend more time on an end of the year review of last year's Institutional Goals and Objectives before and/or during the Retreat/Planning Session.

-To conduct an all-college meeting and brainstorming session prior to the Retreat/Planning Session.

-To spend more time in the large group meetings during the Retreat/Planning Session.

-To conduct large group meetings in the mornings during the Retreat/Planning Session.

These suggestions are a basis for the development of the continual process of refining the Retreat/Planning Session's accomplishments. Some of these ideas will be utilized as guidelines for future activities designed to develop Institutional Goals and Objectives for GCC.

7. Was the composition of the participants representative of the college community?

YES 65% NO 29% NOT SURE 6%

Although there was overall agreement that the composition of the participants of the Retreat/Planning Session was representative of the college community, there were suggestions about the group composition.

8. What was the "central theme" that emerged during the conference?

"Increasing productivity through effective and efficient utilization of our existing resources that are designed to recruit and retain students at GCC" was the central theme that emerged as a result of the Retreat/Planning Session.

The theme centered around the improvement of existing and the development of new practices, policies and procedures at GCC that are designed to enable the college to continually respond to the needs of students, faculty, staff, and administration in a humanistic way.

The participants felt that GCC is a very good institution that is worthy of an individual's investment. GCC deserves being recognized as an institution that is concerned about its future and is actively involved in shaping its destiny in positive ways. GCC is in a constant state of self-analysis and improvement. There is, however, a sense by some that GCC is moving too fast and needs time to absorb and adjust to existing changes.

9. Is the process of implementing and monitoring the Institutional Goals and Objectives clear and defined?

YES 72% NO 17% NOT SURE 11%

Suggestions offered by the participants on implementing the Goals and Objectives:

As a result of having a year to work through the implementation of the 1979-80 academic year Goals and Objectives, the participants felt that there was a need to clarify the implementation procedures for the 1980-81 Institutional Goals and Objectives.

There were recommendations that some of the Goals and Objectives need to be more specific and negotiated with those who are to be

responsible for their implementation. The orientation process needs to be structured so that the college community can have a chance to better understand the development process as well as the ways in which the Institutional Goals and Objectives are to be implemented. Additionally, task forces need to communicate with each other more effectively to insure that there is a minimum of duplication between groups or individuals working on related tasks.

10. Did you have ample opportunity to provide your input into the development of the Goals and Objectives?

I HAD ADEQUATE OPPORTUNITY TO GIVE MY INPUT	94%	6%	I HAD LIMITED OPPORTUNITY TO GIVE MY INPUT

11. How would you rate your participation?

ACTIVELY INVOLVED INSIDE THE PROCESS	88%	12%	NOT INVOLVED AND OUTSIDE OF THINGS

12. How would you rate the organization and process of conducting the Retreat/Planning Session?

EFFICIENTLY AND EFFECTIVELY ORGANIZED	88%	12%	HAPHAZARDLY ORGANIZED AND CONFUSING

13. What was the most significant institutional outcome of the Retreat/Planning Session?

The participants said that they had gained more respect for themselves and others working at GCC. They felt involved and excited about planning Institutional Goals and Objectives for a one year period. The social contact was valuable. The setting away from the everyday distractions of the GCC campus enabled the participants to focus in on themselves, those with whom they work, and the needs of the institution at large.

Many felt that they got to understand, in a broader context, how their role fits in to what others in the institution are doing. Many got to know others in better and different ways. The mutual sharing and caring for common concerns and institutional goals and objectives was something that occurred as an outcome of conducting the Retreat/Planning Session.

Being able to work together, to identify institutional needs, and to leave within three days with a set of realistic and workable Institutional Goals and Objectives for the academic year 1980-81 was an important outcome that was identified by the participants. They developed a sense of pride, accomplishment, recognition and involvement because of their role in a participatory decision making process. They felt that as a result of their commitment, work, and energy involved in institutional planning, GCC would become a more effective and efficiently run institution of higher education in Massachusetts.

14. How would you rate the chairperson of your small group?

EFFECTIVE GROUP LEADER	78%	22%	NOT ABLE TO GUIDE THE GROUP PROCESS

The chairpersons of these small groups were not involved in the first Retreat/Planning Session last year. It was an opportunity for them to assume unique and important leadership roles in shaping the direction of GCC. As a result of their involvement, their professional growth and development were enhanced.

15. How would you rate the presentations made to the large group?

CLEAR, ORGANIZED, APPROPRIATE	80%	20%	UNCLEAR, DISORGANIZED, INAPPROPRIATE

16. In your opinion, how receptive will the college community be to implement the Goals and Objectives for 1980-81?

RECEPTIVE AND WILLING TO ACCEPT AND IMPLEMENT	74%	26%	SKEPTICAL AND NOT WILLING TO IMPLEMENT

17. What personal outcomes were the participants able to gain as a result of the Retreat/Planning Session?

Like the responses to Question #13, the participants felt that they got to know more about themselves, others with whom they work, and how they can all work together to meet their individual, as well as the institutional, needs. This balance between institutional and individual needs is of critical importance to GCC. As an institution, we realize that institutional needs must be integrated with the personal needs of the individuals who compose the institution.

There was a feeling that this Retreat/Planning Session gave the participants a better understanding of others. Some said it was an opportunity to become known and to get known by others they have never had the opportunity to work with before. This process was perceived as an ability to work together in unique and productive ways.

One of the participants said, "I got to know some really nice people, increase my respect for some I already knew, and realize I have a lot to learn about myself and my potential as a contributing member of our faculty."

Personal outcomes were also identified as, "The opportunity to have a forum (task forces) to implement my ideas." This type of relationship between personal outcome and a concern for GCC is indicative of the positive effects of the participatory involvement that was used in the development and implementation of Institutional Goals and Objectives for GCC.

The responses also demonstrated as one participant described, "a better understanding of the operations and problems of the college." Another said, "I can better relate the total college in my own activities."

For some, the Retreat/Planning Session was "an opportunity to obtain a view of the entire college and to assess the college direction." It helped the participants to better understand how the pieces fit together and look at the institution as a whole rather than to look at it in fragmented pieces.

The outcomes from a personal and institutional viewpoint, were very similar; the participants got to know people (themselves and others), their roles, and how they all fit together as an institution. This interrelationship on an institution-wide basis was better understood and appreciated by the participants because of their involvement in the Retreat/Planning Session.

18. What data sources were utilized by the participants in the development of Institional Goals and Objectives for the academic year 1980-81?

The information that was utilized as data for decisions by the participants is as follows:

Greenfield Community College Reports

A summary report of the Community College Goals Inventory (conducted in connection with the Educational Testing Service, Princeton, New Jersey)

Studies of the Non-Returnees and Student Withdrawals from GCC

Follow-up Studies of the Graduates of GCC

The Report of the Retreat/Planning Session for Greenfield Community College: Goals and Objectives for the 1979-80 Academic Year

A Community Needs Assessment: Franklin County, Massachusetts

Progress and End of the Year Reports from the Task Forces Working on the 1979-80 Goals and Objectives

Various Committee Reports

Student Personnel Reports

Other Data Sources

Information obtained from other participants

Large group presentations that were made at the Retreat/Planning Session

Information known by participants themselves

The participants also said that they used information relating to state and national trends as a basis for making decisions. Some used the reports to confirm their ideas about certain issues that they felt needed to be addressed. Many said that they had accumulated information during the year through their participation in the development of the various task forces and committee reports and/or the review of reports that were presented through the college governance structure during the year.

In general, the decisions that were made at the Retreat/Planning Session are reflective of a variety of data sources. The decisions were made by the participants in an organized, systematic manner with a base of data as guidelines for positive and constructive change.

The participants felt that Greenfield Community College should continue to collect, disseminate, and utilize data and, as one participant put it, "... more data is necessary to draw conclusions and to implement remedies."

A component of this process was the assessment of data dissemination and utilization at GCC. The studies of William C. Wolf, Jr., Ronald G. Havelock, and John A. Fiorino indicate that few information disseminators assess the utilization of data sources and their relationship to educational change. This evaluative component of data dissemination is indicative of GCC's attempt to understand the impact of the data and how it effects educational change on an institution-wide basis.

19. Suggestions, ideas, and thoughts that participants offered relating to the Retreat/Planning Session.

The ideas, suggestions and thoughts were varied. The participants made suggestions about improving the process of developing the institutional goals and objectives next year. There were suggestions about the composition of the group (e.g., "I support the change in participants yearly.")

There were positive responses about what occurred: "Excellent idea," - - - "The process has been a good one that is well received and contributed to high morale," - - - "It gave me an understanding of the purpose of goals and objectives."

Also, there were cautionary responses: "Have we moved too fast?" - - - "We should guard against decisions being waylaid into goals and objectives when they would be better handled elsewhere."

Some of the responses were concerned with the implementation of the Institutional Goals and Objectives: "We should have more faculty involvement on the implementation of the Goals and Objectives." Another suggestion was that, "Each participant should be assigned a group at the College to explain the outcomes of the Retreat/Planning Session and stimulate interest."

Other suggestions were that the task force reports be reviewed and acted upon in a more expeditious manner.

CONCLUSION

This is the second Retreat/Planning Session that was conducted by Greenfield Community College to develop Institutional Goals and Objectives for an academic year.

We, as an institution, have learned a great deal from last year's activities. We have learned that collecting and utilizing data is a worthwhile effort. We have learned that college-wide representation through a participatory decision making process results in Institutional Goals and Objectives that are managerially both effective and efficient. The Institutional Goals and Objectives have resulted in a harmonious mix of personal and institutional outcomes that have helped the institution and its constituency to continually grow and develop.

The idea of developing and implementing Institutional Goals and Objectives for an academic year with an emphasis on the use of data as a basis of decision making through a participatory process is both ambitious and somewhat idealistic.

At Greenfield Community College we have taken on the challenge of being both ambitious and idealistic while at the same time being realistic enough to know that such ideals and ambitions require the commitment necessary to make GCC a better educational institution. At Greenfield Community College we made it happen.

The follow-up of the participants provided an important evaluation component to the total process. Such suggestions have helped GCC to improve the process. It should be emphasized that this is the first time in the history of GCC that Institutional Goals and Objectives were developed. Not only were they developed, but they were implemented and evaluated. This report is a summary of the results of how the first year's process, as well as a description of how the 1980-81 Institutional Goals and Objectives were developed.

This also is the first time that the college constituency had an opportunity to participate in this kind of process in a meaningful way. We recognized some of the areas that need to be strengthened at GCC as a result of this activity. We have developed into an institution that has an open system of planning and management where those who wish to participate in the process are given the opportunity to be heard.

Our ultimate goal as an institution is to develop and improve our people, organization and programs so GCC can continue to function as an effective and efficient institution of higher education in Massachusetts; one which serves the best interests and needs of the students and the community.

APPENDIX A

GREENFIELD COMMUNITY COLLEGE'S

SIX STAGE PLAN FOR

THE DEVELOPMENT, IMPLEMENTATION AND EVALUATION

OF THE

INSTITUTIONAL GOALS AND OBJECTIVES

FOR THE ACADEMIC YEAR

1980 - 1981

DEVELOPMENT OF GOALS AND OBJECTIVES
AT THE RETREAT/PLANNING SESSION AT
STRATTON MT., VERMONT, JUNE 25-27, 1980

WEDNESDAY, JUNE 25, 1980

TIME	AGENDA	PROCESS	OUTCOME
10:30-12:30	Orientation Sessions -Review and assessment of last year's goals and objectives. -Planning ahead and moving forward	Large group - Joint presentation and overview presented by: Nancy L. Goodwin, President Robert DiCarlo, Director of Research and Planning	Participants received information by presenters Questions answered Information disseminated through packets -Community College's Goals Inventory -End of the year reports -Initial summary of Follow-up of Graduates of 1980 -Role description of small group chairpersons
12:30- 2:00	Lunch		
2:00- 5:30	The identification of institutional goals and objectives	Under the direction of the assigned chairpersons, the small groups met to develop goals and objectives independently of each other	Each group identified several goals and objectives, wrote them on 24 X 30 newsprint, as part of the preparation for the 8:00 PM large group meeting
5:30- 6:30	Processing of goals and objectives into frequency count	Written goals and objectives were submitted by small groups and were summarized and tabulated by frequency and displayed on summary sheets of 24 X 30 newsprint pads. This was done by the Retreat facilitators	The goals were written out and summarized by frequency count and displayed on 24 X 30 newsprint in preparation for the 8:00 PM large group meeting
6:30- 8:00	Dinner		

WEDNESDAY, JUNE 25, 1980 (CONTINUED)

TIME	AGENDA	PROCESS	OUTCOME
8:00-11:00	The identification and selection of two goals for each group to refine during Retreat/Planning Session	Large group meeting where the total group reviewed and selected two goals for each small group to refine and develop	Each small group was assigned two goals from which objectives would be developed during the Retreat/ Planning Session

THURSDAY, JUNE 26, 1980

TIME	AGENDA	PROCESS	OUTCOME
9:00-12:30	Refinement of goals and development of objectives	Small groups met under the direction of their respective chairpersons	Goals and objectives in the process of being developed by small groups
12:30- 2:00	Lunch		
2:00- 4:00	To complete the refinement of the goals and objectives	Small groups met under the direction of their respective chairpersons	Two goals and objectives were drafted and submitted to Retreat/Planning Session facilitator for processing
4:30- 6:30	Development of typewritten draft copies of the goals and objectives on the standardized forms	Draft copies typed and reproduced	Finished, typed draft copies of goals and objectives made available for large group meeting at 8:30 P.M.
6:30- 8:00	Dinner		
8:30-10:30	Review, react, and recommend changes in draft copies of the goals and objectives	During a large group meeting the chairperson of each small group presented their group's goals and objectives to the large group for their input and reaction	The large group reviewed all of the goals and objectives presented by each of the small groups, and recommended that several of the goals and objectives be further refined during the Retreat/ Planning Session

FRIDAY, JUNE 27, 1980

TIME	AGENDA	PROCESS	OUTCOME
9:00-10:00	A second review of the goals and objectives that needed further refinement Identification of time lines, task forces and standing committees to implement the goals and objectives	A brief large group meeting broke up into small groups and later returned to the large group session	A refinement of some of the previously identified goals and objectives, and discussion of persons and time lines needed to complete the goals and objectives
10:00-11:30	Identification of persons and time lines needed to complete goals and objectives The development of strategies to diffuse the information and implement goals and objectives into Greenfield Community College	Large group to small groups to large group	The completion of the development of a refined draft copy of goals and objectives for the 1980-81 academic year, and strategies necessary to implement them at Greenfield Community College
11:30-On	Pack up, check out, and have lunch.		

2ND STAGE

EVALUATION OF THE RETREAT AND A THIRD REVIEW OF THE GOALS AND OBJECTIVES BY PARTICIPANTS

TIME	PROCESS	OUTCOME
1 week After Retreat/Planning Session	Participants mailed: 1. An edited copy of the Goals and Objectives 2. Agenda for the Retreat 3. A follow-up evaluation of the Retreat/Planning and Implementation Process	Participants given a third opportunity for input and evaluation of the process and product

3RD STAGE

PRESENTATION TO THE COLLEGE COMMUNITY

AGENDA	PROCESS	OUTCOME
1. A summary review and evaluation of 1979-80 Goals and Objectives 2. Making the transition from 1980 to 1981 3. A report of the Retreat/Planning Session -How the Goals and Objectives were developed -What the Goals and Objectives mean to GCC -The implementation plan -Monitoring procedures -The evaluation process 4. Future plans	Presentation of goals and objectives at All-College meeting by: President Goodwin Dean Toby Sutton Arthur Hannan, Chairperson, Division of Behavioral Science Chairpersons of Groups: #1, Jean Ball, Nursing Faculty #2, Saul Greenblat, Humanities Faculty #3, Joseph Brouillette, Business Administration Faculty #4. Anne Wiley, Early Chiidhood Education Faculty	1. GCC faculty and staff presented with the Goals and Objectives 2. Questions answered about the development, implementation, and evaluation process 3. Effective initial diffusion process occurs as a result of the meeting

4TH STAGE

NEGOTIATION PROCESS OF THE GOALS AND OBJECTIVES

TIME	AGENDA	PROCESS	OUTCOME	EVALUATION
During the retreat, at the All-College meeting on 8/27/80 and div.mtgs. during the first two weeks of the Fall Semester	Identification and selection of persons responsible for implementing the Goals and Objectives	Persons identified and selected will receive an orientation by the President, Director of Planning and Research, and the chairpersons that developed the respective Goals and Objectives	Goals and Objectives will be explained and negotiated during this time	Assignments made--the implementation process commences

5TH STAGE

IMPLEMENTATION OF THE GOALS AND OBJECTIVES

TIME	AGENDA	PROCESS	OUTCOME	EVALUATION
Ongoing, according to time lines	Committee and task force parameters and working relationships established and defined	Task forces and standing committees will communicate and meet with each other to determine if overlapping is occurring and to develop interworking relationships with all segments of the College	Each task force will keep informed about what is happening, by whom, and why	Ongoing review of progress reports

6th STAGE

EVALUATION OF THE 1980-81 GOALS AND OBJECTIVES

TIME	PROCESS	OUTCOME	EVALUATION
Ongoing	Task forces and committees will evaluate the process and request changes that are warranted in the restructuring of the Goals/ Objectives/Activities/ Timelines/and Persons/ This is to be done through the governance structure.	Necessary changes in the process	Review of the process to be ongoing through feedback from task forces/committees Review by Exec.Staff: -Recommendations accepted and implemented -Recommendations postponed -Recommendations rejected
	Task force/committee deliberations and work on Goals and Objectives	Completion of the Goals and Objectives	

The entire process reviewed by Retreat/Planning Participants in June, 1981 during third annual retreat.

APPENDIX B

GREENFIELD COMMUNITY COLLEGE'S

INSTITUTIONAL GOALS AND OBJECTIVES

FOR THE ACADEMIC YEAR

1980-1981

GOAL AREAS:

-Retention

-Computer Utilization

-Marketing

-Advising

-Communication

-Exemplary Programs

-Resource Allocation

-External Funding

GOAL ON RETENTION

GOAL: TO INCREASE THE RETENTION OF STUDENTS ENROLLED AT GCC

Objective #1. To coordinate the objectives of the retention goal with the objectives of advising goal.

Objective #2. To develop an institutional definition of attrition and to establish parameters of acceptable levels of attrition by program.

Objective #3. To introduce new students to GCC academic experience.

Objective #4. To implement career development learning experiences as integral parts of a student's program.

Objective #5. To develop and implement a positive student academic progress reporting procedure designed to communicate student progress to GCC faculty and staff.

Objective #6. To develop referral and early intervention techniques for faculty and staff to use with high risk students.

Objective #7. To explore and document alternative financial assistance sources available for needy students that GCC does not currently offer.

Objective #8. To explore the possibility of developing more interdisciplinary programs similar to GCC's TEME model.

Objective #9. To collect and interpret information relating to the reason why GCC improved the retention of students during the 1979-80 academic year.

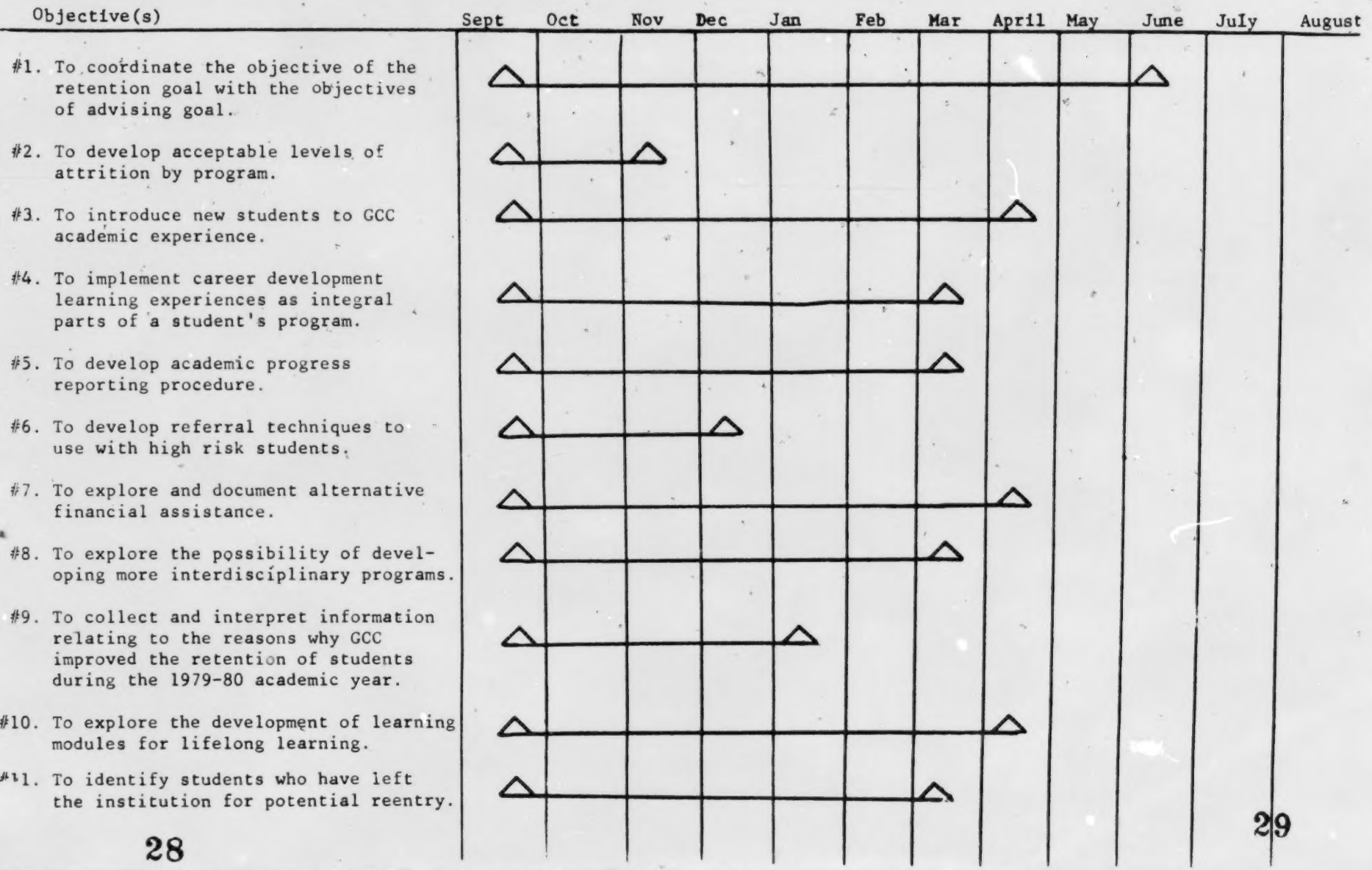
Objective #10. To explore the development of learning modules for lifelong learning.

Objective #11. To identify students who have left the institution and investigate various procedures and mechanisms designed to enhance student's potential reentry.

Goal : TO INCREASE THE RETENTION OF STUDENTS ENROLLED AT GCC

Responsibility of:

Assigned by:


Objective(s)
Sept
Oct
Nov
Dec
Jan
Feb
Mar
April
May
June
July
August
#1. To coordinate the objective of the retention goal with the objectives of advising goal.
#2. To develop acceptable levels of attrition by program.
#3. To introduce new students to GCC academic experience.
#4. To implement career development learning experiences as integral parts of a student's program.
#5. To develop academic progress reporting procedure.
#6. To develop referral techniques to use with high risk students.
#7. To explore and document alternative financial assistance.
#8. To explore the possibility of developing more interdisciplinary programs.
#9. To collect and interpret information relating to the reasons why GCC improved the retention of students during the 1979-80 academic year.
#10. To explore the development of learning modules for lifelong learning.
#11. To identify students who have left the institution for potential reentry.

GOAL ON COMPUTER UTILIZATION

GOAL: TO EXPLORE COMPUTER UTILIZATION

Objective #1. To determine current and emerging administrative requirements for computer utilization.

Objective #2. To determine current and emerging academic requirements for computer utilization.

Objective #3. To explore the use of computer based teaching systems (long term).

Objective #4. To evaluate the best means for satisfying the institutional computer utilization needs and develop a plan.

Objective #5. To develop and implement policy and procedures necessary to implement the plan.

1980-81

Goal : TO EXPLORE COMPUTER UTILIZATION

Responsibility of:

Assigned by:

Objective(s)

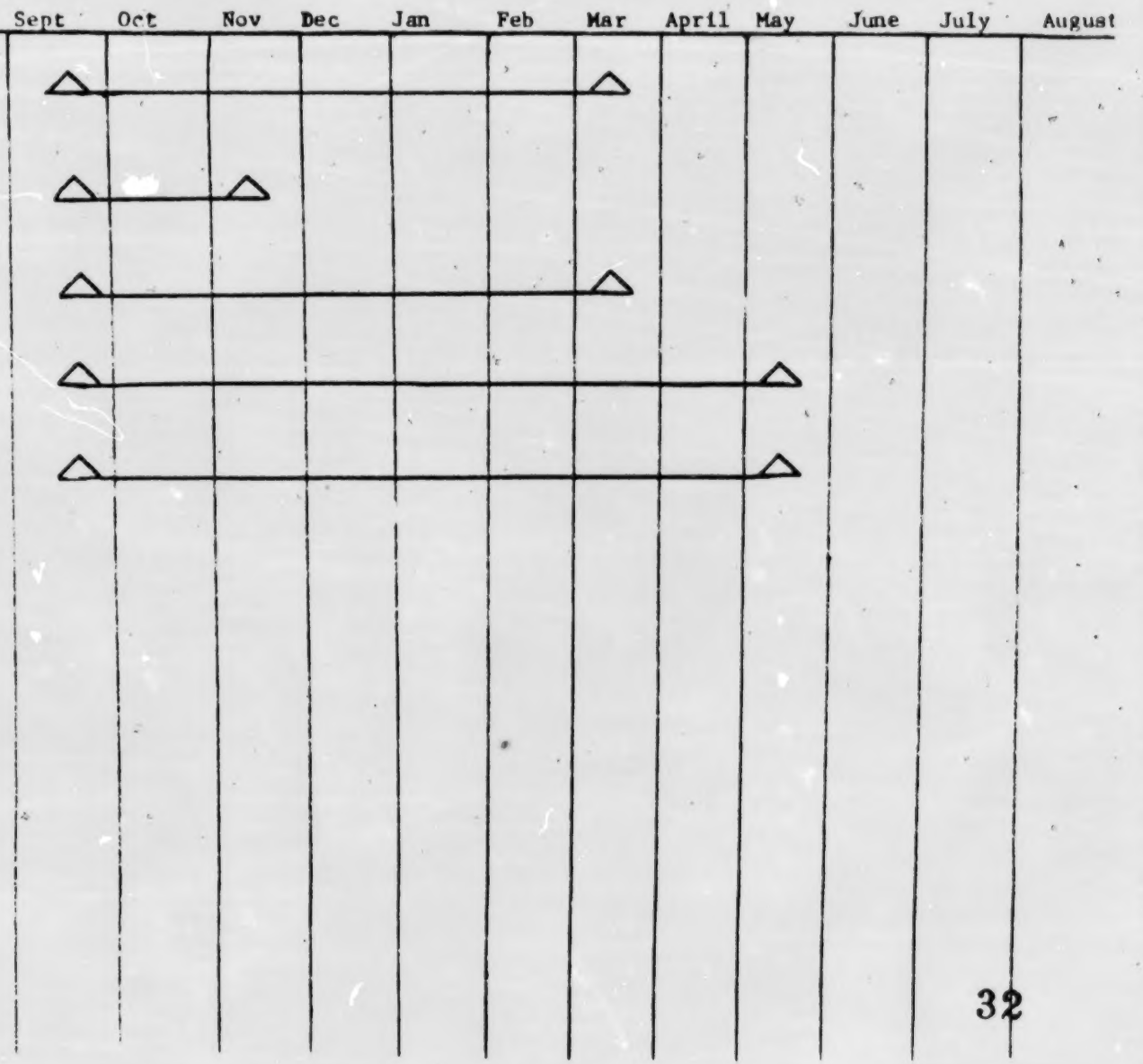
#1. To determine current and emerging administrative requirements for computer utilization.

#2. To determine current and emerging academic requirements for computer utilization.

#3. To explore the use of computer based teaching systems (long term).

#4. To evaluate the best means for satisfying the institutional computer utilization needs and develop a plan

#5. To develop and implement policy and procedures necessary to implement the plan.



GOAL ON MARKETING

GOAL: TO DEVELOP A MARKETING PLAN FOR GCC

Objective #1. To develop recruitment procedures which will increase student population.

Objective #2. To expand the data collection efforts of GCC to meet emerging needs.

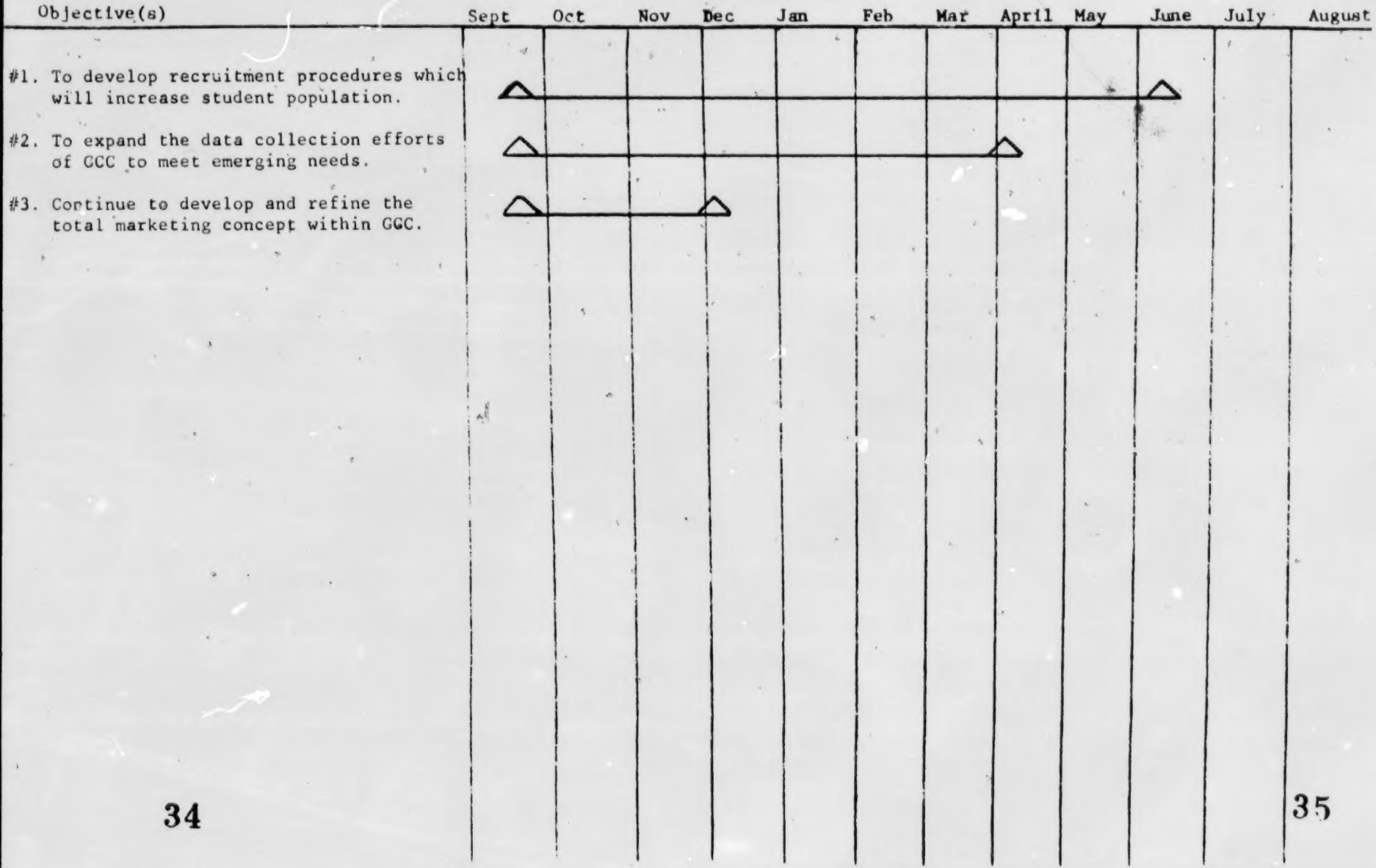
Objective #3. Continue to develop and refine the total marketing concept within GCC.

1980-81

Goal : TO DEVELOP A MARKETING PLAN FOR GCC

Responsibility of: _____

Assigned by: _____



GOAL ON STUDENT ADVISING

GOAL: TO MAKE STUDENT ADVISING MORE EFFECTIVE

Objective #1. To define student advising needs.

Objective #2. To define faculty advising needs.

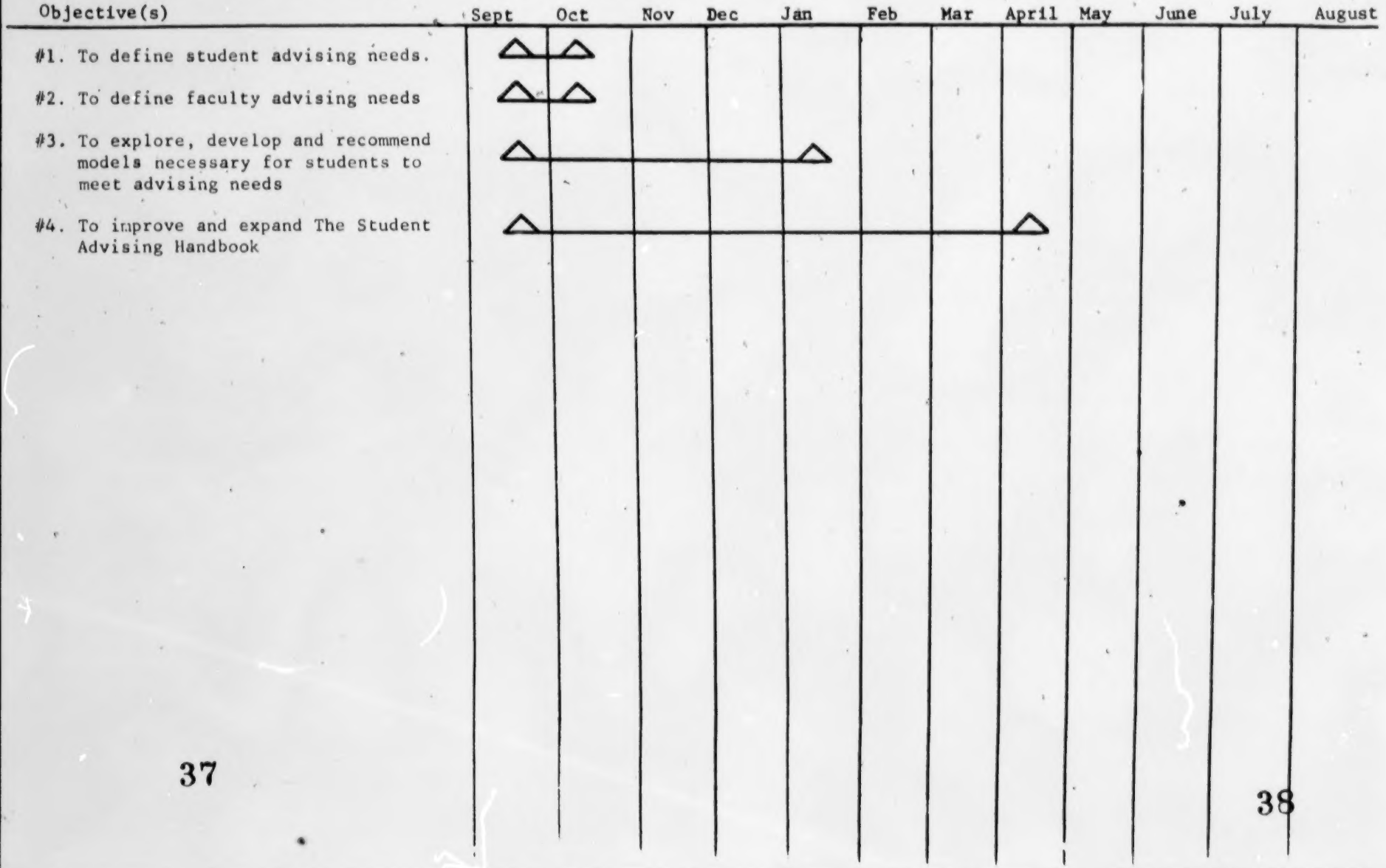
Objective #3. To explore, develop and recommend models necessary to meet student's advising needs.

Objective #4. To improve and expand the Student Advising Handbook.

Goal : TO MAKE STUDENT ADVISING MORE EFFECTIVE

Responsibility of: _____

Assigned by: _____



GOAL ON COMMUNICATIONS

GOAL: TO IMPROVE COMMUNICATIONS AT GCC

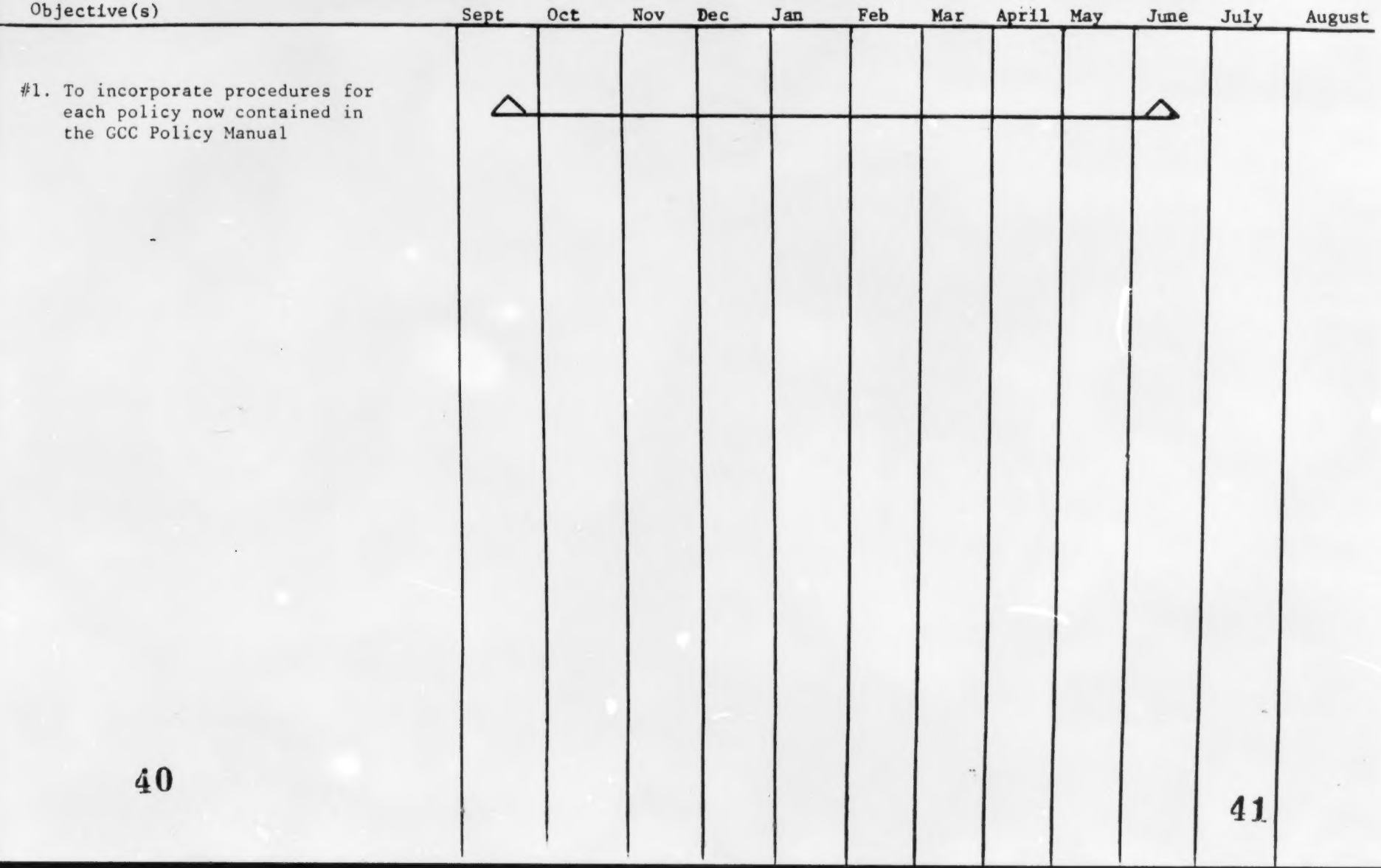
Objective #1. To incorporate procedures for each policy now contained in the GCC Policy Manual.

1980-81

Goal : TO IMPROVE COMMUNICATION AT GCC

Responsibility of:

Assigned by:



GOAL ON EXEMPLARY PROGRAMS

GOAL: TO PROMOTE THE DEVELOPMENT OF EXEMPLARY PROGRAMS AT GCC

Objective #1. To develop institutional guidelines to be utilized in the identification of exemplary programs at GCC.

Objective #2. To collect and review available data to be utilized to identify each existing and potential exemplary program at GCC.

Objective #3. To establish a resource center and clearing house for reports and studies generated within the institution as well as information accessed through literature searches of the Educational Resources Information Center (ERIC) and other information diffusion networks.

1980-81

Goal : TO PROMOTE THE DEVELOPMENT OF EXEMPLARY PROGRAMS AT GCC

Responsibility of:

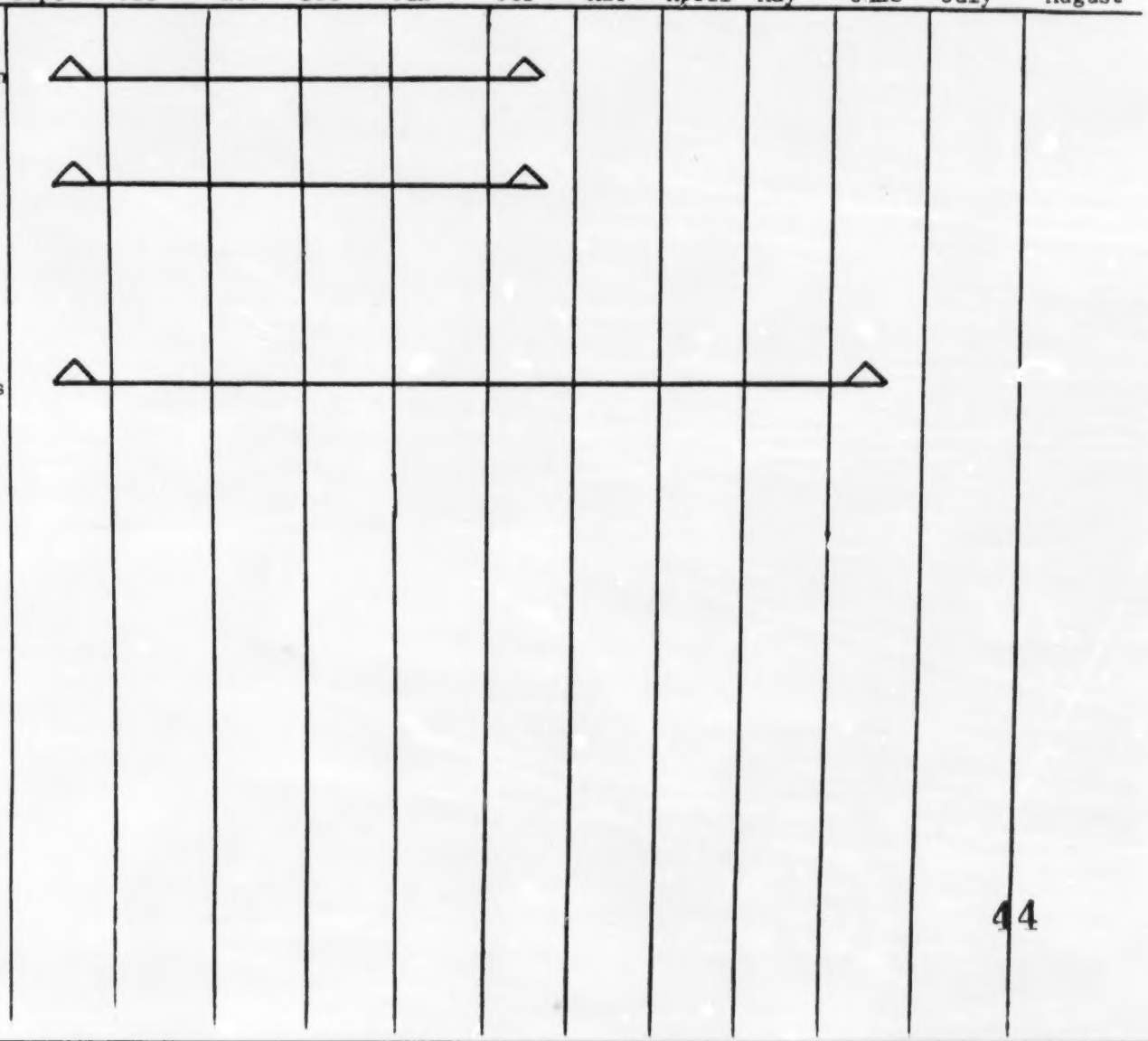
Assigned by:

Objective(s)

#1. To develop institutional guidelines to be utilized in the identification of exemplary programs at GCC.

#2. To collect and review available data to be utilized to identify exemplary programs at Greenfield Community College

#3. To establish a resource center and clearing house for reports and studies generated within the institution as well as information assessed through literature searches of the Educational Resources Information Center (ERIC) and other information diffusion networks.



GOAL ON RESOURCE UTILIZATION

GOAL: TO EFFECTIVELY AND EFFICIENTLY ALLOCATE THE EXISTING RESOURCES OF GCC TO REACH OR INSTITUTIONAL GOALS

Objective #1. To examine ways that existing personnel can be best utilized in achieving college goals.

Objective #2. To develop means to encourage creative use of physical space to promote learning.

Objective #3. To augment means by which the college can utilize the community resources.

1980-81

Goal : RESOURCE UTILIZATION (To effectively and efficiently allocate the existing resources of GCC to reach our institutional goals)

Responsibility of: _____

Assigned by: _____

Objective(s)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	August
#1. To examine ways that existing personnel can be best utilized in achieving college goals.	△						△					
#2. To develop means to encourage creative use of physical space to promote learning.	△				△							
#3. To augment means by which the college can utilize the community resources.	△									△		

GOAL ON EXTERNAL FUNDING

GOAL: TO EXPAND THE GRANT WRITING AND OTHER EXTERNAL FUNDING CAPABILITIES OF THE COLLEGE

Objective #1. To define the appropriate organization model to be utilized by the College to obtain grants and other external funds.

Objective #2. To encourage faculty and staff to become more involved in the grant writing and external funding activities.

Objective #3. To establish procedures to provide an ongoing review and dissemination of funding information regarding new sources of available funding that apply to the appropriate programs within GCC.

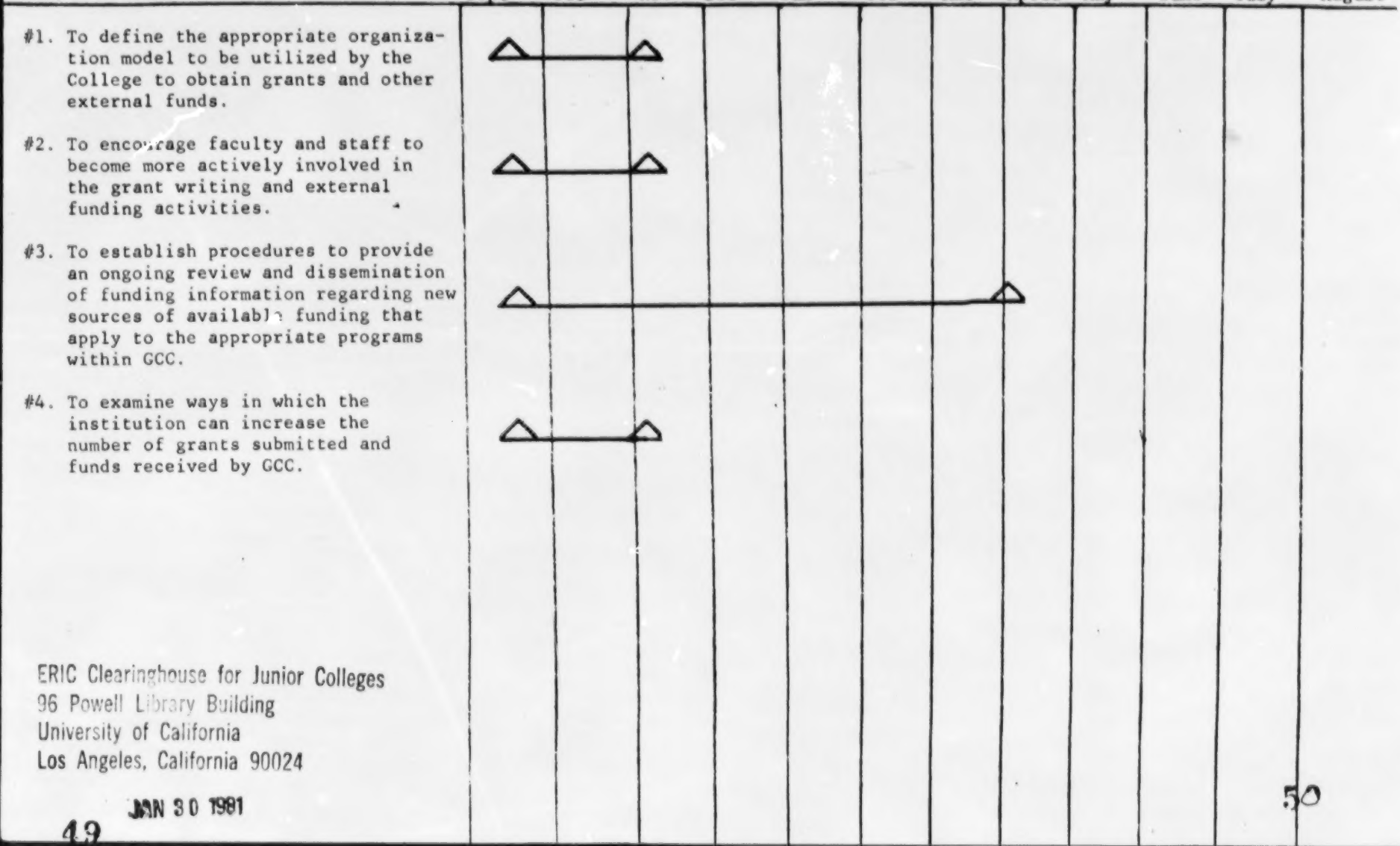
Objective #4. To examine ways in which the institution can increase the number of grants submitted and funds received by GCC.

1980-81

Goal : EXTERNAL FUNDING (To expand the grant writing and other external funding capabilities of the College)

Responsibility of: _____

Assigned by: _____


Objective(s)
Sept
Oct
Nov
Dec
Jan
Feb
Mar
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May
June
July
August
#1. To define the appropriate organization model to be utilized by the College to obtain grants and other external funds.
#2. To encourage faculty and staff to become more actively involved in the grant writing and external funding activities.
#3. To establish procedures to provide an ongoing review and dissemination of funding information regarding new sources of available funding that apply to the appropriate programs within GCC.
#4. To examine ways in which the institution can increase the number of grants submitted and funds received by GCC.

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